

University of Washington

Disability in Limited Resource Environments: Brazil

REHAB 496: Special Topics in Rehabilitation

DIS ST 430: Topics in Disability Studies

Summer Session, 2013

June 27-July 25

6 credits

INSTRUCTOR INFORMATION

Faculty: Mark Harniss & Becky Matter
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COURSE OVERVIEW

This course addresses disability in an international context. Using Brazil as a cultural, political, and socioeconomic context, students will explore a wide range of issues related to disability in low-middle income countries including prevalence and demographics, measurement, access and barriers to health care and rehabilitation, availability of assistance and support, accessibility of built environments and information technologies, and access and barriers to education and employment. We will address these diverse issues using the twin themes of international human rights and development. Students will engage in both service and research activities.

GOALS

In this class, you will:

1. Develop a broad understanding about the experience of people with disabilities in Brazil through personal experience and study.
2. Analyze disability rights, federal and state policy, and access to services in Brazil within the context of international human rights law (e.g., the UN Convention on the Rights of People with Disabilities).
3. Within the framework of the International Classification of Function (ICF), contextualize the experience of people with disabilities in Brazil and other LMIC countries.
4. Engage in team research activities with local organizations of people with disabilities (DPOs).

CLASS AND READING SCHEDULE

Readings are due on the date listed unless otherwise specified. We reserve the right to change the course calendar at any time, including topics covered, reading assignments, and due dates for assignments and will give you as much notice as possible for such changes.

In general, classes will be held in the morning from 9:00-11:00 am. We will take a break from about 11:00 am -1:00 pm and will have Portuguese language instruction and community activities/guest lecturers in the afternoon. However, all times are estimates and may be changed to accommodate the schedules of our guest lecturers.

PRE-DEPARTURE: SYMPOSIUM ON DISABILITY, TECHNOLOGY AND REHABILITATION IN LOW AND MIDDLE INCOME COUNTRIES					
Dates	Times	Activity	Location	Assignment	Readings
June 27	All day	Participate in the Symposium as ambassadors of the Brazil study abroad program and the UW.	Lyceum Room, UW Campus		
June 28	All day	Participate in the Symposium as ambassadors of the Brazil study abroad program and the UW.	Lyceum Room, UW Campus		
WEEK 1					
Dates	Times	Activity	Location	Assignment	Readings
July 1-2	All day	Students start arriving: Group orientation activities (safety, shopping, transportation, money, etc.)	Orla/Centro		
July 2	All day	Group orientation activities continued. Review curriculum. Group dinner/cultural activity.	Orla/Centro		
July 3	AM	<i>LATE START - Class #1:</i> Frameworks for conceptualizing disability – models, ICF	Orla	<i>Due:</i> Symposium Analysis	Class #1 readings
	PM	Visit Rosa Azul Introduce Carolyn/history and tour of Rosa Azul	Rosa Azul		
July 4	AM	<i>Class #2:</i> CRPD, national and state policy & funding	TBD		Class #2 readings
	PM	Portuguese (2hrs) Community activity	TBD		
July 5	AM	<i>Class #3:</i> Defining disability, prevalence and measurement	Orla		Class #3 readings
	PM	Portuguese (2hrs) Portuguese conversation /cultural activity Check-in with individual students	Orla	<i>Due:</i> Daily Journal--Week 1	
July 6 - 7	All day	Optional: Cultural/recreational activities (Daisy coordinate)	TBD		

WEEK 2					
Dates	Times	Activity	Location	Assignment	Readings
July 8	AM	<i>Class #4: Employment & Poverty Portuguese (2hrs)</i>	Orla	<i>Due: Crit. Response Paper #1</i>	Class #4 readings
	PM	Cultural activity (Daisy)	TBD		
July 9	All Day	Community activity – Day Trip to Itabaianinha or Largato	TBD		
July 10	AM	<i>Class #5: Health & Rehabilitation Portuguese (2hrs)</i>	Rosa Azul		Class #5 readings
	PM	Community activity	Rosa Azul		
July 11	All day	Community activity (Day Trip maybe to Luz do Sol)	TBD		
July 12	AM	<i>Class #6: Education, Arts and Recreation Portuguese (2hrs)</i>	Orla		Class #6 readings
	PM	Portuguese conversation /cultural activity Check-in with individual students		<i>Due: Daily Journal--Week 2</i> <i>Due: Research Project Proposal</i>	
July 13	All day	Optional: Cultural/recreational activities (Daisy coordinate)			
July 14	All day	Travel to Salvador	AJU to SSA		
WEEK 3					
Dates	Times	Activity	Location	Assignment	Readings
July 15	AM	Community activity	Salvador	<i>Due: Crit. Response Paper #2</i>	
	PM	<i>Class #7: Disability & Human Rights</i>	Salvador		Class #7 readings
July 16	AM	Community activity	Salvador		
	PM	Community activity	Salvador		
July 17	All day	Travel back to Aracaju	SSA to AJU		
July 18	AM	<i>Class #8: Accessible Environments (buildings, transportation)</i>	Rosa Azul		Class #8 readings
	PM	Portuguese (2hrs) Community activity	Rosa Azul		
July 19	AM	Student independent research	Orla		
	PM	Portuguese (2hrs) Portuguese conversation /cultural activity Check-in with individual students	Orla	<i>Due: Daily Journal--Week 3</i>	
July 20-21	All day	Optional: Cultural/recreational activities (Daisy coordinate)	TBD		

WEEK 4					
Dates	Times	Activity	Location	Assignment	Readings
July 22	AM	<i>Class #9: Accessible ICTs and Assistive Technology</i>	Orla	<i>Due: Crit. Response Paper #3</i>	Class #9 readings
	PM	Portuguese (2hrs) Student independent research			
July 23	AM	Student independent research Preparations for community event	Orla	<i>Due: Research Paper</i>	
	PM	Portuguese (2hrs) – Final Class Preparations for community event			
July 24	AM	Student presentations	Rosa Azul	<i>Due: Research Presentation</i>	
	PM	Community dinner	Rosa Azul or Orla		
July 25	All day	Students depart		<i>Due: Daily Journal—Week 4</i>	

ASSIGNMENTS & GRADING PROCEDURES

We will assess your performance on course objectives through the following activities/assignments. All assignments will be handed out at the point in the class when you are prepared to complete them and will include detailed specification of the requirements and grading criteria. Assignments should be completed individually unless otherwise specified. We will grade as objectively as possible. In the case of qualitative assessment, evaluation will be based on our professional judgment.

Assignments	% of Total
Symposium Analysis	10
Daily Journal	10
Class Blog Posts (2)	5
Critical Response Papers (3)	15
Research Project & Paper	30
Research Project Presentation	10
Participation	20
Total	100

We assign grades on the basis of a non-competitive percentage scale, which will be translated to the UW numeric scale using the following UW grade schedule.

We encourage you to try to avoid incomplete or "I" grades. This grade will only be assigned in cases of emergencies and where a passing grade may be earned. However, you should notify us at the time such circumstances exist. Upon notification, we will develop a course completion contract before the last week of the quarter outlining completion deadlines.

UW GRADING SCHEDULE

LETTER	%	UW NUMERIC	LETTER	%	UW NUMERIC
A	97- 100	4.0	C+	79	2.4
	94-96	3.9		78	2.3
A-	93	3.8	77	2.2	
	92	3.7	76	2.1	
	91	3.6	75	2.0	
	90	3.5	74	1.9	
B+	89	3.4	C-	73	1.8
	88	3.3		72	1.7
	87	3.2		71	1.6
B	86	3.1	70	1.5	
	85	3.0	D+	69	1.4
	84	2.9		68	1.3
	83	2.8	67	1.2	
	92	2.7	D	66	1.1
	81	2.6		65	1.0
	80	2.5		64	.9
			D-	63-62	-8
				61-60	.7
			E	59-0	0

READINGS

Class #1: Frameworks for conceptualizing disability – models, ICF

1. World Disability Report, Chapter 1: Understanding Disability
2. Diniz, D., Barbosa, L., & dos Santos, W. (2009). Disability, human rights, and justice. *SUR - Int'l J. on Hum Rts.* 61, p. 61-71.
3. The ICF: An Overview
4. McDougall, J., Wright, V., & Rosenbaum, P. (2010). The ICF model of functioning and disability: Incorporating quality of life and human development. *Developmental Neurorehabilitation*, 13(3): 204–211.

Class #2: CRPD, national and state policy & funding

1. Convention on the Rights of Persons with Disabilities
2. Harpur, P. (2012). Embracing the new disability rights paradigm: The importance of the convention on the rights of persons with disabilities. *Disability & Society*, 27(1), 1–14
3. Nubila, H., de Paula, A., Marcelino, M., & Maior, I. (2010). “Evaluating the model of classification and valuation of disabilities used in Brazil and defining the elaboration and adoption of a unique model for all the country”: Brazilian Interministerial Workgroup Task. *BMC Public Health 2011*, 11(Suppl 4):S10

Class #3: Defining disability, prevalence and measurement

1. World Disability Report, Chapter 2: Disability – A Global Picture
2. Bickenback, J. E., (2011). Monitoring the United Nation’s Convention on the Rights of Persons with Disabilities: Data and the International Classification of Functioning, Disability and Health, *BMC Public Health*, 11(Suppl 4):S8.
3. Palmer, M., & Harley, D. (2011). Models and measurement in disability: An international review. *Health Policy and Planning*, 27:357–364
4. Fujiura, G., Park, H., Rutkowski-Kmitta, V. (2005). Disability Statistics in the Developing World: A Reflection on the Meanings in our Numbers. *Journal of Applied Research in Intellectual Disabilities*, 18, 295–304.

Class #4: Employment, Assistance, and Supports, and Poverty

1. World Disability Report, Chapter 8: Work & Employment
2. World Disability Report, Chapter 5: Assistance and Support
3. Palmer, M. (2011). Disability and poverty: A conceptual review. *Journal of Disability Policy Studies* 2011 21: 210.

Class #5: Health & Rehabilitation

1. World Disability Report, Chapter 3: General Health Care
2. World Disability Report, Chapter 4: Rehabilitation
3. Trevisan, C., Ribeiro, M., Araujo, A., Mellow, R., Cross, L., Spirit, J. (2010). The public health system and rehabilitation actions in Brazil. *Rev Panam Salud Publica* vol.28 n.1

Class #6: Education

1. World Disability Report, Chapter 7: Education

Class #7: Disability and Human Rights

1. World Disability Report, Chapter 9: The way forward: Recommendations
2. Siegert, R., Ward, T., & Playford, D. (2010). Human rights and rehabilitation outcomes. *Disability and Rehabilitation*, 32(12): 965–971.
3. Bichenbach, J. (2009). Disability, culture, and the UN convention. *Disability and Rehabilitation*, 31(14): 1111–1124

Class #8: Accessible Environments (buildings, transportation)

1. World Disability Report, Chapter 6: Enabling Environments
2. De Franca, I., Pagliuca, L., Baptista, R., de Franca, E., Coura, A., & de Souza, J. (2010). Symbolical violence in the access of disabled persons to basic health units. *Revista brasileira de enfermagem*, 2010 Nov-Dec; 63(6): 964-70.

Class #9: Accessible ICTs and Assistive Technology

1. Borg, J., Lindstrom, A., & Larson, S. (2011). Assistive technology in developing countries: A review from the perspective of the Convention on the Rights of Persons with Disabilities. *Prosthetics and Orthotics International*, 35(1) 20–29.
2. Borg, J., Ostergren, P., Larrson, S., Rahman, A., Bari, N., & Khan, A. (2012). Assistive technology use is associated with reduced capability poverty: A cross-sectional study in Bangladesh. *Disability and Rehabilitation: Assistive Technology*, 7(2): 112–121.
3. Toboso, M. (2011). Rethinking disability in Amartya Sen’s approach: ICT and equality of opportunity. *Ethics Inf Technol* 13:107–118.
4. Samant, D., Matter, R., & Harniss, M. (2013). Realizing the potential of accessible ICTs in developing countries. *Disability and Rehabilitation: Assistive Technology*, 8(1): 11–20.

PORTUGUESE LANGUAGE INSTRUCTION

Participation in language instruction is a required part of the course and will be counted in calculating your participation points. Required components of language instruction include both the in-class experience and out-of-class language exchanges.

The instruction will be divided into 3 parts: vocabulary + grammar + exercises with an emphasis on conversation. There may be a chance to include some practical lessons, for example, in a coffee shop, in the market and in the historic center of the city.

Instructor: Lilian Rocha (more than 30 years teaching Portuguese)

Topics:

1. 'Who I am?' - introductions, greetings, life story of each
2. 'Undoing my luggage' - home types, parts of the house
3. 'Making a meal' – main meals, table objects, typical food and drink
4. 'Where am I?' - about the city of Aracaju: history, colonization, population, climate, vegetation.
5. 'Catching a taxi (or bus)' - means of transport, addresses, how to request information
6. 'Knowing the city' - main points of interest of Aracaju
7. 'Shopping' - clothes, colors, sizes, numbers, how to buy and pay
8. 'Making an invitation' - how to talk on the phone and invite someone to exit
9. 'Birthday Partying at a bar' - drinks, appetizers, some slang
10. 'I'm sick, and now?' - parts of the body, symptoms, diseases, buying remedies
11. 'Practicing sports' - kinds of sport, the day-by-day at the Academy, football teams, etc.
12. 'At the airport' - flights, schedules, delays, boarding, luggage, farewell
13. 'Disability terminology'

IN-CLASS PARTICIPATION

The content presented in this class is essential to your knowledge base as a competent and effective teacher. Careful preparation for, and participation during, class is critical. Participation points are the basis for a portion of your grade. You are responsible for (a) studying the content covered in class lectures, handouts, discussions and activities, and (b) satisfying criteria for in-class assignments by engaging in discussions, relating content to discussions from previous classes or readings, and applying course information to problems. You are also encouraged to prepare and present questions when information is unclear.

OUTSIDE-OF-CLASS PARTICIPATION

Much of our work in-class will be to prepare you to learn outside of class. Since we have limited class time, your effort after class will be particularly important. In general, the university assumes that students will spend three hours outside of class for every credit hour they take. Thus, for a 6-credit class you should expect to spend 18 hours learning and working outside of class each week.

WORK COMPLETION

1. Please complete and turn in all assignments at or before the class meeting on the assigned due date. Early submission of assignments for feedback is encouraged. To be fair to other students, we will generally not accept unexcused late assignments. If you have a significant problem that interferes with your ability to meet a deadline, contact us and with our advance permission, you may be allowed to turn in a late assignment. Timelines for excused late assignments must be negotiated between us, and you may lose 10% of the total points for every day late.
2. Prepare all your written assignments in a professional manner. Narrative parts of the assignment should either be typed or neatly hand-written and proofed carefully for spelling, punctuation, and grammar. We will return products that are unreadable or prepared in an unprofessional manner to you and may assign a lower grade.

ACADEMIC STANDARDS

You are expected to maintain high standards of academic conduct. Plagiarism and cheating are a violation of the UW Student Conduct Code. For more information about the types of behavior that constitute plagiarism and cheating and the consequences of such behavior, read the UW article on Academic Honesty: Cheating and Plagiarism (<http://depts.washington.edu/grading/issue1/honesty.htm>).

ACADEMIC ACCOMMODATIONS

If you have a documented disability and wish to discuss academic accommodations, contact us as soon as possible to explore alternative arrangements for completing assignments or taking exams for this class. Additional assistance is also available through the Disability Resources for Students Office (DRS). The phone number is (206) 543-8925. Appropriate accommodations are arranged after you've presented the required documentation of your disability to DSS, and you've conferred with the DRS counselor.